DOCUMENT RESUME

ED 040 934 24 SP 003 971

AUTHOR Shearron, Gilbert F.; Johnson, Charles E.
TITLE Specifications Worksheets for Behaviors Drawn from Educational Principles.
INSTITUTION Georgia Univ., Athens. Coll. of Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau of Research.
REPORT NO GEM-Bull-69-21
BUREAU NO BR-8-9024
PUB DATE 69
CONTRACT OEC-0-8-089024-311(010)
NOTE 66p.; Phase 1, Elementary Teacher Education Model

EDRS PRICE EDRS Price MF-$0.50 HC-$3.40
DESCRIPTORS Educational Objectives, *Educational Principles, *Elementary School Teachers, Instruction, Instructional Media, Learning, *Performance Specifications, School Organization, Teacher Behavior, *Teacher Education Curriculum
IDENTIFIERS Comprehensive Elementary Teacher Education Models

ABSTRACT

This bulletin is one of four containing reprints of working papers used in developing the teacher performance specifications for the Georgia educational model for the preparation of elementary school teachers (ED 025 491). "Teacher performance specifications" are defined as descriptions of behaviors regarded by the Georgia study as essential characteristics (skills, attitudes, knowledge, etc.) for teachers if they are to adequately fulfill their professional obligation. An introductory section describes procedures which were used to obtain the specifications from three sources: desired pupil behaviors, established educational principles, and observation of teachers on-the-job. The worksheets for behaviors drawn from educational principles include 18 principles of instruction, 13 principles of learning, and five principles of organization. Listed under each of the 36 principles are teacher objective, several teacher teaching behaviors, teacher job description, and several suggested specifications for a teacher educational program. Included also are four objectives for instruction in the media center; listed under each objective are several pupil learning behaviors, teaching behaviors, and the suggested specifications for a teacher education program. (JS)

ED040934

GEORGIA EDUCATIONAL MODELS
The University of Georgia
College of Education
Athens, Georgia 30601

SPECIFICATIONS WORKSHEETS FOR BEHAVIORS DRAWN FROM EDUCATIONAL PRINCIPLES

GEM Bulletin 69-21

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY Charles E. Johnson TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Gilbert F. Shearron, Ed. D.
Charles E. Johnson, Ed. D.
Compilers

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

1969

Note: This bulletin reports one of a series of investigations designed to develop, evaluate and implement a model teacher education program for the preparation of elementary teachers. This report was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy. This bulletin may not be reproduced without permission.

SP003971

Preface

This is one of a series of four related bulletins each of which contains reprints of working papers used in developing the teacher performance specifications for the Georgia educational model for the preparation of elementary school teachers (Johnson, Shearron, & Stauffer, Oct., 1968).

The original working papers (see list of references) are now out of print, and because of continuing interest of educators in the content of these papers this series of bulletins was prepared. The four bulletins were compiled by Drs. Gilbert F. Shearron and Charles E. Johnson and are entitled:

GEM Bulletin 69-19. Specification Worksheets for Language Arts Behaviors.

GEM Bulletin 69-20. Specification Worksheets for Behaviors in the Arts and Sciences.

GEM Bulletin 69-21. Specification Worksheets for Behaviors Drawn from Educational Principles.

GEM Bulletin 69-22. Specification Worksheets for Cognitive Processes and Affective Behaviors.

Teacher Performance Specifications

Teacher performance specifications are descriptions of behaviors regarded by the Georgia study as essential characteristics (skills, attitudes, knowledges, etc.) for teachers if they are to adequately fulfill their professional obligations. Part III of the report which presents the Georgia educational model (Johnson et al., Oct. 1968) contains classified lists of hundreds of these performance specifications which the authors regard as the core of the model. These specifications were drawn primarily from three basic sources: (a) desirable pupil behaviors, (b) established educational principles, and (c) observations of teachers on-the-job. The procedures used to obtain these specifications from the basic sources are described in detail in the aforementioned report (Johnson et al., Oct. 1968). The following discussion provides only a brief summary of these procedures, and the remainder of the bulletin presents the actual worksheets or working papers which were used.

Specifications Based on Desired Pupil Behaviors

The procedure for determining teacher performance specifications based on desired pupil behaviors began with a concensus of specialists regarding the goals of the elementary

school. Using these goals, elementary school objectives were determined in specific areas of learning. Next, educators examined these objectives and prepared descriptions of kinds of pupil learning behaviors that would guide the pupils in the direction of attaining the objectives. The pupil learning behaviors were then carefully examined by teams of professionals in order to determine the kinds of teacher teaching behaviors which would be necessary to effect the desired pupil behaviors. It was on the basis of these teaching behaviors that certain of the teacher performance specifications for the Georgia model were identified and classified.

Specifications Based on Educational Principles

The procedure for determining teacher performance specifications based on established educational principles began with a review of professional literature and consultation with specialists with a view toward establishing lists of what could be regarded as sound education principles. These were classified under three headings: instruction, learning, and organization. For each principle a teaching objective was created. For these teaching objectives lists of teacher teaching behaviors were developed. These in turn led to the

designing of additional teacher performance specifications for the model program.

Observations of the Teacher On-the-job

The two processes of obtaining teacher performance specifications summarized above were supplemented with specifications drawn from studies of teacher teaching behaviors on-the-job. The findings of these studies are summarized in Appendix A of the document containing the specifications (Johnson, et al., Oct. 1968), and are not summarized in any bulletins.

SPECIFICATION WORKSHEETS FOR

BEHAVIORS RELATED TO

PRINCIPLES OF INSTRUCTION

Principles of Instruction

1. The teacher is skilled in diagnosing group actions.

2. The teacher is skilled in helping pupils to perceive their social responsibilities.

3. The teacher is skilled in helping pupils examine their own motivation.

4. The teacher is skilled in using diagnostic instruments appropriate to specific learning problems.

5. The teacher understands the teaching-learning process.

6. The teacher is skilled in predicting the consequences of his actions.

7. The teacher is skilled in understanding the social structure of the classroom.

8. The teacher respects the uniqueness of each pupil and assists each in developing a positive self-concept.

9. The teacher regards every pupil as a potential asset to society.

10. The teacher provides pupils with opportunities to develop an adequate understanding of themselves, their strengths, and their limitations.

11. The teacher sees that pupils understand the limits for social behavior in the school setting.

12. The teacher understands that pupils are influenced and shaped by their environment.

13. The teacher provides the opportunity to develop the skills of self-evaluation.

14. The teacher encourages pupils to reason through to solve their own social problems.

15. The teacher makes each pupil feel that he is worthwhile to society.

16. The teacher provides pupils with socially acceptable (in the context of the school) ways to communicate.

17. The teacher is skilled in eliciting responses from pupils that require the use of various cognitive processes.

18. The teacher is skilled in planning learning activities.

Principle #1

The teacher is skilled in diagnosing group action.

Teacher objective

Recognizes and applies the principles of group dynamics and the interaction process to the teaching-learning situation.

Teacher teaching behaviors

1. Recognizes the importance of group interaction.
2. Determines the motivation of individual group members.
3. Establishes an appropriate group climate.
4. Estimates and refines the climate of the group when necessary and appropriate.
5. Determines individual reactions to group members and to group discussion.
6. Recognizes group impact and its influence on members.
7. Utilizes group activity as a force toward learning or toward supporting the learning process.

Teacher job description

The teacher recognizes and applies the principles of group dynamics and the interaction process to the teaching-learning situation for the purpose of facilitation of learning.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of group dynamics and the interaction process.
2. Knowledge of group climate and its effect on learning.
3. Knowledge of and skill in utilizing the group as a powerful force in producing and directing learning.
4. Skill in determining the direction of group discussion.
5. Skill in directing group action toward beneficial results.
6. Skill in helping group members to feel comfortable and secure.

Principle #2

The teacher is skilled in helping pupils to perceive their social responsibilities.

Teacher objective

Assists pupils in recognizing their social responsibilities.

Teacher teaching behaviors

1. Helps the pupils to recognize the interdependence existing between himself and his world.

2. Helps the pupil to realize his responsibility to and for his fellow man.

3. Guides the pupil in developing a realistic perception of society and the disparities of the human condition.

4. Helps the pupil to become sensitive to the needs of others.

5. Helps the pupil to develop an adequate self-concept.

6. Aids the pupil in viewing himself as worthy of being a contributing member of society.

7. Assists the pupil in learning and applying the theories of planned change.

8. Provides the pupil with the principles of problem solving and helps him to apply them appropriately.

9. Guides the pupil in recognizing proper channels to use for producing change, correcting errors, and fulfilling his social obligations.

Teacher job description

The teacher assists the pupil in perceiving their social responsibilities and in recognizing the channels through which they can be effectively applied.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of the social responsibilities of the individual.

2. Knowledge of the realities of society and the human condition.

3. Knowledge of and skill in applying the principles of effective human relations.

4. Knowledge of and skill in applying the techniques of problem solving.

5. Knowledge of and skill in using the theories of planned change.

6. Skill in determining appropriate channels through which change can be produced.

7. Skill in recognizing and developing his own talents and applying them to the betterment of society.

Principle #3

The teacher is skilled in helping pupils examine their own motivations.

Teacher objective

Assists pupils in recognizing the reasons behind their behaving in certain ways.

Teacher teaching behaviors

1. Guides pupils in understanding the meaning of motivation.

2. Helps pupils to observe their own behavior and to determine the reasons for their actions.

3. Helps pupils to control and direct their behavior as appropriate and beneficial to the situation.

4. Guides pupils in determining ways of motivating others beneficially.

Teacher job description

The teacher assists the pupils in understanding the role of motivation in human behavior.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of human behavior--particularly its psychological determinants.

2. Skill in helping pupils to recognize (when appropriate) the reasons for their behavior.

3. Skill in helping pupils to control and direct their actions in effective and beneficial ways.

Principle #4

The teacher is skilled in using diagnostic instruments appropriate to specific learning problems.

Teacher objective

To use diagnostic instruments appropriate to specific learning problems in order to provide realistic learning situations for the pupils.

Teacher teaching behaviors

1. Determines initially, the ability and achievement levels of pupils through the use of standardized and teacher-developed tests.

2. Evaluates pupils' mastery of content as they progress, using the most appropriate measures available for the specific area of learning.

3. Uses appropriate instruments (sociogram, etc.) to determine the child's relationship with his peers and its effect on his learning processes.

4. Applies the techniques developed by behavioral scientists to analyze classroom climate and group interaction.

Teacher job description

Uses diagnostic instruments appropriate to specific learning problems in order to provide realistic learning situations for pupils.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of diagnostic instruments available to evaluate both cognitive and affective learnings and behaviors.

2. Skill in adapting diagnostic techniques to specific situations.

3. Skill in interpreting the results of diagnostic instruments.

4. Skill in using diagnostic feedback in refining and developing learning situations.

Principle #5

The teacher understands the teaching-learning process.

Teacher objective

The teacher understands the teaching-learning process and uses her knowledge in developing realistic learning situations.

Teacher teaching behaviors

1. Diagnoses the classroom or group composition.

2. Recognizes the effectiveness of the teaching-learning process to be related to the perceptual, motivational, emotional, and attitudinal systems of both teacher and learner.

3. Analyzes both teacher and student backgrounds--considering both strengths and weaknesses.

4. Recognizes the importance of classroom climate in the learning process.

5. Creates a classroom climate appropriate to learning objectives.

6. Applies the principles of learning to the teaching-learning situation.

7. Makes provision for the maintenance of change and utilization of learning.

8. Establishes the conditions necessary to develop processes for continued learning.

Teacher job description

The teacher understands the teaching-learning process and uses this knowledge in developing realistic learning situations.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of various theories of learning and their application to the classroom situation.

2. Knowledge of the interaction process and the relationship of group and individual perceptual, motivational, emotional, and attitudinal system to the learning process.

3. Knowledge of and ability to use instruments available to diagnose classroom composition (social and academic), group interaction, and individual achievement.

Principle #6

The teacher is skilled in predicting the consequences of his actions.

Teacher objective

Guides her pupils in the development of foresight and logical thinking in decision-making situations.

Teacher teaching behaviors

1. Assists the pupil in recognizing the role of the present in the development of the future and the implications of present actions in terms of future developments.

2. Helps the pupil to examine his motivation for arriving at a certain decision.

3. Guides the pupil in logically organizing and developing his thoughts in decision-making situations.

4. Helps the pupil to consider decisions in light of total situations and implications.

5. Guides the pupil in understanding and using the techniques of problem-solving.

6. Encourages the pupil to seek appropriate guidance when necessary for reaching a decision.

Teacher job description

The teacher develops in herself and her pupils skill in applying foresight and logical thinking to the decision-making situation.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Information and experiences concerning the role of the present in the development of the future.

2. Skill in recognizing motivations for specific actions.

3. Skill in logical thinking processes.

4. Encouraging the application of problem-solving techniques to the decision-making situation.

5. Information concerning appropriate people to seek for advice in specific kinds of situations.

Principle #7

The teacher is skilled in understanding the social structure of the classroom.

Teacher objective

Understands the social structure of the classroom.

Teacher teaching behaviors

1. Determines the roles, status, role and status relationships, group structure, individual relationships to the structure, etc. operating in the classroom.

2. Uses his understanding of the structure in selecting learning objectives, activities, materials, equipment, methods, and procedures.

3. Uses this understanding in guiding pupils in new interaction patterns and learning experiences.

4. Evaluates pupil behavior with reference to the social structure.

Teacher job description

The teacher understands the social structure of the classroom in order to plan relevant learning experiences and assess pupil behaviors appropriately.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of social structures.

2. Knowledge of means of assessing social structure of the classroom.

3. Skill in assessing social structure.

4. Knowledge of means of using the social structure to build learning experiences.

5. Skill in developing learning experiences appropriate to the social structure.

6. Knowledge of behavioral characteristics associated with the social structure.

7. Skill in evaluating pupil behavior with reference to social structure.

Principle #8

The teacher respects the uniqueness of each pupil and assists each in developing a positive self-concept.

Teacher objective

Respects the uniqueness of each pupil and assists each in developing a positive self-concept.

Teacher teaching behaviors

1. Provides experiences through which pupils can discover the need for different talents in a society.

2. Helps pupils to respect each person and his unique contribution to society.

3. Provides experiences through which pupils can develop their individual talents and abilities.

4. Provides experiences where pupils can succeed and feel the pride of accomplishment.

5. Helps children to recognize their own uniqueness and to appreciate its worth.

6. Provides learning experiences in which children feel free and able to make mistakes without fear of punishment.

Teacher job description

The teacher assists the pupils in developing a positive self-concept.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of the various roles demanded by society.

2. Skill in helping children to develop and appreciate the unique aspects of their personalities.

3. Skill in developing learning experiences where children feel a sense of worth.

4. Skill in developing learning situations in which children can both succeed and feel a pride of achievement.

Principle #9

The teacher regards every pupil as a potential asset to society.

Teacher objective

Assists the pupil in becoming a contributing member of society.

Teacher teaching behaviors

1. Provides experiences through which pupils can discover the need for different talents in a society.

2. Helps pupils to respect each person and his unique contribution to society.

3. Provides experiences through which pupils can discover their potential role in society.

4. Provides experiences through which pupils can develop their individual talents and abilities.

5. Provides situations in which pupils can feel their worth as individuals and their responsibility to their fellow men.

Teacher job description

The teacher assists the pupil to become a contributing member of society.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of the various roles demanded by society.

2. Skill in helping children to develop and appreciate the unique aspects of their personalities--their strengths and weaknesses.

3. Skill in assisting students to adapt their particular talents to the demands of society.

4. Skill in developing learning experiences through which pupils can learn to help one another.

Principle #10

The teacher provides pupils with opportunities to develop an adequate understanding of themselves, their strengths, and their limitations.

Teacher objective

Assists pupils in understanding and accepting themselves.

Teacher teaching behaviors

1. Provides experiences through which emotions, thoughts, and actions can be identified and discussed.

2. Assists the child in observing his relation to other people and to his non-personal world.

3. Develops a classroom climate in which children feel free to make mistakes without fear of punishment or embarrassment.

4. Helps children to realize that both mistakes and successes are a part of any life experience.

5. Assists children to discover that strengths and weaknesses are a part of every person and contribute to the uniqueness of their individuality.

6. Helps children to accept themselves and to utilize their particular talents in accord with their role in society.

Teacher job description

The teacher helps the child to understand and accept himself.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of personality structure and development.

2. Knowledge of themselves and their relationships with others.

3. Skill in providing experiences through which pupils can come to understand themselves.

4. Skill in developing a climate where pupils feel free to make mistakes.

5. Skill in providing situations in which pupils experience success and feel a sense of accomplishment.

6. Skill in helping pupils to feel a sense of worth and self-acceptance.

7. Skill in helping pupils to accept their limitations as well as their strengths and to adapt both in accord with the demands of their environment.

Principle #11

The teacher sees that pupils understand the limits for social behavior in the school setting.

Teacher objective

Assists the pupil in developing acceptable social behaviors.

Teacher teaching behaviors

1. Assists children in realizing the reason for social norms and rules for behavior in a society.

2. Helps pupils to understand the types of behavior appropriate (and beneficial) to the classroom situation.

3. Helps children to adapt their energies and talents both beneficially and in accord with the classroom situation.

4. Assists pupils in evaluating norms and determining when they are both necessary and just and unnecessary and unjust.

Teacher job description

The teacher assists the pupils in understanding the reasons for classifying acceptable social behaviors and in adapting their behaviors in accord with the specific situation.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of social norms and the reasons for the development of specific rules of social behavior.

2. Knowledge of appropriate classroom behaviors.

3. Skill in creating a classroom climate and rules for behavior that are non-restrictive but beneficial to the learning process.

4. Skill in creating situations in which pupils can assess the value of and reasons for certain norms and rules.

Principle#12:

The teacher understands that pupils are influenced and shaped by their environment.

Teacher objective

Understands that pupils are influenced and shaped by their environment and applies this knowledge to the classroom situation.

Teacher teaching behaviors

1. Demonstrates an understanding and acceptance of individual differences by treating each pupil in light of his particular needs and abilities.

2. Investigates the home situations and backgrounds of pupils when appropriate and beneficial.

3. Utilizes his knowledge of family and environment conditions where necessary to effectively develop learning experiences.

4. Provides pupils who are culturally deprived with experiences designed to alleviate their deficiencies.

5. Is alert to symptoms or signs of physical or mental ailments and assists in providing for their cure.

Teacher job description

The teacher understands that pupils are influenced and shaped by their environment and applies this knowledge to the classroom situation.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of the role of both heredity and environment in the development of the individual.

2. Skill in providing experiences designed to contribute to the social and cultural development of the pupil.

3. Knowledge of and skill in using diagnostic instruments available to study environmental influences on the individual.

4. Skill in adapting learning experiences in accord with the demands of the environment.

Principle #13

The teacher provides the opportunity to develop the skills of self-evaluation.

Teacher objective

Assists the children in developing the skills of self-evaluation.

Teacher teaching behaviors

1. Provides experiences in which children can observe and comment on their own behavior.

2. Plans situations in which pupils are able to develop objectives and plan experiences to meet these objectives.

3. Assists pupils in assessing their progress and achievement in relation to objectives.

4. Helps pupils to determine their strengths and limitations.

5. Assists pupils in becoming independent learners.

Teacher job description

The teacher assists the children in developing the skills of self-evaluation.

Suggested specifications for a teacher education program

A teacher education program will provide a student with:

1. Knowledge of program (and individual) objective and the means of evaluating their attainment.

2. Skill in providing experiences through which children can develop their own learning objectives.

3. Skill in providing experiences through which pupils can determine their progress (or mastery) in relation to an objective.

4. Skill in providing experiences that help children to gain confidence in their decisions and evaluations.

5. Skill in developing experiences which help children to become independent learners.

Principle #14

The teacher encourages pupils to reason through to solve their own social problems.

Teacher objective

Provides pupils with problem-solving techniques (recognizing/ clarifying problems, examining alternatives and consequences and making choices and evaluating the results) and guides pupils toward the problem solution.

Teacher teaching behaviors

1. **Explores and provides knowledge about problems with groups or individuals.**

2. **Helps pupils develop ability to criticize analytically (through factual analysis).**

3. **Tries to recognize pupils' problems, defines the problem objectively to the pupil, and guides him toward finding an acceptable solution.**

4. **Presents alternate solutions and allows the pupil to choose between them after thorough discussion.**

5. **Helps the child form realistic attitudes about himself (potentialities and liabilities) and his environment so that he can make accurate appraisals of situations, people, objects, etc.**

6. **Points out how persons with similar problems have overcome their handicaps.**

7. **Encourages sensitivity toward others within the class and outside the class.**

Teacher job description

The teacher guides pupils toward analyzing social problems critically and realistically through the use of problem-solving techniques and helps them to find alternate choices for solutions.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. **Knowledge and skill in problem-solving techniques.**

2. Training which provides for sensitivity in human relations.

3. Knowledge and understanding of human emotional and social development.

4. An awareness of current social problems and those problems common to particular age groups.

Principle #15

The teacher makes each pupil feel that he is worthwhile to society.

Teacher objective

Sees each pupil as an individual who has worth and dignity and as one who has something unique to contribute to others.

Teacher teaching behaviors

1. Accepts and treats each pupil on an individual and equal basis.

2. Knows each student well through observations, oral and written expressions, work or play situations, etc.

3. Listens to and respects each pupil's point of view.

4. Observes pupils and recognizes their capabilities and limitations, and supports children in developing their potentialities and in overcoming their liabilities.

5. Helps children define their interests, goals, and problems realistically.

6. Plans organized learning activities which maximize success and minimize failure.

7. Is sensitive to children with low-self esteem and provides class experiences in which a child gains a feeling of importance.

Teacher job description

The teacher knows well and respects each child as an individual, helps formulate the child's goals according to capabilities, supports their development, and plans successful learning activities.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of human individual differences and behavioral causation.

2. Opportunities to observe and recognize children who need emotional support.

3. An awareness of the dignity and worth of each child.

4. Practice in organizing learning activities.

Principle #16

The teacher provides pupils with socially acceptable (in the context of the school) ways to communicate.

Teacher objective

Instructs the pupil in the knowledge and correct use of the basic skills of communication and the types of communication media.

Teacher teaching behaviors

1. Instructs and allows for practice (oral and written) in the basic reading and writing skills.

2. Provides knowledge about various types of word usage (colloquialisms, idioms, slang).

3. Helps pupils through role playing and group behavior (participating/conducting meetings and discussions) find acceptable ways to get along with and understand others.

4. Stresses listening skills as well as oral and written skills.

5. Acquaints pupils with the various mass communication media, and guides the pupils in distinguishing between truth and propaganda.

6. Guides the pupils toward making rational judgments by factual analysis.

Teacher job description

The teacher provides children with the skills and practice in reading writing, listening, speaking, and group participation, and focuses on human interaction and making oneself understood by others.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of basic communication skills.

2. Knowledge and understanding of the human interaction process.

3. Knowledge of types of word usage (colloquial, idiomatic, slang, etc.).

4. Knowledge of the mass communications media and its ability to influence people.

Principle #17

The teacher is skilled in eliciting responses from pupils that require the use of various cognitive processes.

Teacher objective

Asks "open ended" questions which allow pupils to explore their own ideas, to make choices and to form hypotheses.

Teacher teaching behaviors

1. Establishes the climate in which initiative and independent thinking is supported.
2. Asks memory questions calling for recall or recognition of information, or translation questions calling for changing information into a different form.
3. Asks interpretation questions calling for relating various types of information.
4. Asks questions calling for problem-solving by pointing out crucial facts and applying the appropriate knowledge and skills (application).
5. Calls for analyzing of relationships between ideas expressed (analysis).
6. Asks for creative, original, or speculative answers to a problem (synthesis).
7. Asks for pupil judgments upon presentation of certain criteria (evaluation).
8. Acts as a source of data in presenting facts, viewpoints, and concepts to the class.

Teacher job description

The teacher presents data to the pupils and calls for their responses by using "open ended" questions, giving different choices, and asking for pupils' opinions or hypotheses.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Appropriate subject knowledge and skills to conduct a discussion.
2. Knowledge about and ability to use problem-solving techniques.
3. An awareness of the affect that the classroom climate can have toward stimulating or depressing independent thinking, (e.g., listening to and respecting the pupils' responses, etc.).

Principle #18

The teacher is skilled in planning learning activities.

Teacher objective

Plans activities which involve all pupils, which allows for individuality, which are meaningful and relevant, and which relate and lead up to an appropriate goal.

Teacher teaching behaviors

1. **Identifies, classifies, and evaluates the content of information to be given to the pupils.**

2. **Evaluates pupil interest and behavior and prepares different courses of action.**

3. **Evaluates pupil behavioral goal with respect to the present on-going activity and to the amount of background knowledge or skills needed.**

4. **Selects appropriate knowledge and materials and organizes these into a logical and clear program.**

5. **Is aware of pupils' learning levels, their abilities, and their interests and presents activities which capitalize on these**

6. **Plans activities which allow sufficient time for tasks, while giving freedom from unnecessary tensions and fatigue.**

Teacher job description

The teacher involves the pupils in activities which are meaningful and of interest to them, which allow success for individual levels of ability, and which are presented clearly and logically to the pupils.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. **Knowledge, skills, and practice in planning learning activities.**

2. **Knowledge of individual growth and learning rates.**

3. **Knowledge of and skill in the use of appropriate learning resources and materials.**

4. **An awareness of the importance of the time element in planning activities.**

5. **An awareness of having a definite goal for each activity.**

6. **Skill in presenting task requirements so that they are organized and understood.**

SPECIFICATION WORKSHEETS FOR

BEHAVIORS RELATED TO

PRINCIPLES OF LEARNING

Principles of Learning

1. Repetition is important in acquiring skill and guaranteeing retention.

2. Pupils establish and realize goals for themselves within the scope of the school program.

3. Group atmosphere affects learning.

4. The pupil relates to those experiences which are meaningful to him in terms of his perceptual field.

5. Learning takes place within a social context.

6. Problem-solving provides opportunity for meaningful application of learnings.

7. Learning is culturally relative.

8. Learning with understanding will more readily transfer to other situations.

9. The abilities of pupils have to be considered in any learning situation.

10. Positive reinforcement is usually preferable to negative reinforcement.

11. Evaluation and feedback are essential to confirming correct knowledge and correcting faulty learning.

12. Appropriate motives for one learner may not be appropriate for another.

13. Effective learning is continuous and developmental.

Principle #1

Repetition is important in acquiring skill and guaranteeing retention.

Teacher objective

Aids pupils to develop skills and practice them over a long period of time.

Teacher teaching behaviors

1. Presents material in multiple contexts.
2. Provides numerous examples and illustrations of appropriate behaviors.
3. Assigns tasks which require continued practice and application of the desired skills.
4. Increases (gradually) the complexity of both the tasks and the problems.
5. Reinforces proper response as tasks are completed or problems solved.
6. Assigns new problems which require pupils to apply learned skills in an extended range of situations.

Teacher job description

The teacher aids the pupils to develop sets of skills by providing them with a variety of tasks, problems, and situations and guiding students to apply these skills in an increasingly more competent manner.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of many relevant sources, tasks, and situations.
2. Knowledge of appropriate behaviors and ability to describe them as expectations.
3. Knowledge of a range of tasks, problems, and situations which extends from simple through complex levels.

4. Ability to aid individual pupils and varied size groups of pupils in performing the tasks.

5. Ability to diagnose individual or group difficulties and to prescribe corrective treatments.

6. Ability to observe and assess pupils' performance and to apply appropriate reinforcement to encourage pupils to continue to strengthen learned skills.

Principle #2

Pupils establish and realize goals for themselves within the scope of the school program.

Teacher objective

Assists pupils in establishing and realizing goals for themselves within the scope of the program.

Teacher teaching behaviors

1. Appraises abilities, knowledges, skills, and interests.
2. Suggests, as required, relevant information sources.
3. Guides the child in acquiring a realistic self-concept.
4. Assists the child in defining goals.
5. Establishes a program for achieving goals.
6. Evaluates pupil achievement toward goals.

Teacher job description

The teacher assists the pupils in developing a realistic concept of self, in defining goals, and in establishing a program to achieve those goals.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of techniques and sources that can provide information on abilities, interests, and needs of pupils.
2. Knowledge of inter and intra individual differences.
3. Knowledge of techniques of individual and group goal setting.
4. Skills in working with individual and groups in goal setting.
5. Opportunities to develop an attitude that pupils need to be involved in setting some of the gaols that affect them.

Principle #3

Group atmosphere affects learning.

Teacher objective

Aids pupils to establish a group situation which is conducive to productive learning for the various group members.

Teacher teaching behaviors

1. Establishes conditions which support group formation and work.

2. Cooperates with pupils to identify group goals and to define assignments for particular members or group of members.

3. Provides relevant materials, activities, and situations as needed.

4. Diagnoses individual and group problems and suggests difficult procedures or strategies.

5. Observes and assesses pupils' ability to cooperate and compete with others as well as to achieve identified goals.

6. Guides pupils to develop group evaluation procedures and to utilize these procedures.

Teacher job description

The teacher aids the pupils to organize into work groups by setting up conditions and providing resources which will enable given groups to achieve some set of clearly defined goals.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of human relations techniques.

2. Knowledge of conditions needed to support group interaction.

3. Knowledge of different negative and positive group member response.

4. Ability to guide pupils to identify group goals and to define member assignments.

5. Ability to diagnose individual and group problems and to prescribe corrective treatments.

6. Ability to observe and assess pupils' performance and to apply reinforcement techniques to aid pupils to strengthen learned principles and skills.

Principle #4

The pupil relates to those experiences which are meaningful to him in terms of his perceptual field.

Teacher objective

Aids pupils to become involved inexperiences which are consistent with their present levels of reality.

Teacher teaching behaviors

1. Identifies experiences which are consistent with the pupil's present levels of reality.

2. Utilizes these experiences as a basis for developing key concepts, principles, skills, and attitudes.

3. Establishes conditions, situations, and tasks which will provide pupils with opportunities to extend their present levels of reality.

4. Encourages pupils to evaluate learned principles, skills, and attitudes in terms of their relation to the pupil's perceptual fields.

Teacher job description

The teacher aids the pupils in discovering ways to relate learned principles, skills, and attitudes to their view of reality by structuring the instructional program to include pupil-initiated goals, activities, and experiences.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of perceptual theory.

2. Knowledge of techniques for eliciting pupil responses relating to personal needs, interests, and abilities.

3. Knowledge of techniques for stimulating pupil participation and self-evaluation.

4. Ability to utilize pupils' perceptions of themselves and reality as a basis for developing an instructional program.

5. Ability to involve pupils in person-centered activities.

6. Ability to aid pupils to evaluate and relate learned principles, skills, and attitudes to extend their perceptions of self and reality.

Principle #5

Learning takes place within a social context.

Teacher objective

Aids students to recognize the social character of learning and to utilize various social agents and resources to achieve more productive learning.

Teacher teaching behaviors

1. Diagnoses educational situations to determine major social agents, directives, and resources.

2. Identifies major social agents, directives, and resources and develops program in terms of these elements.

3. Surveys the local community to determine relevant social problems and a depository of supportive learning resources.

4. Encourages social interaction in various situations and uses peer group relationships to stimulate learning.

5. Guides pupils to assess the values of social resources and situations in relation to achieving learning goals.

Teacher job description

The teacher aids pupils to discover and itilize social agents and resources by encouraging social group work and investigation of relevant social problems.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of social context elements.

2. Knowledge of social analysis techniques.

3. Knowledge of strategies for relating social resources to learning situations.

4. Ability to set up conditions, tasks, and situations to encourage group work and study of relevant social problems.

5. Ability to help pupils to identify with and utilize relevant social resources to increase learning.

6. Ability to aid pupils to assess the value of social resources and group learning situations.

Principle #6

Problem-solving provides opportunity for meaningful application of learning.

Teacher objective

Aids pupils to identify and solve problems relevant to their unique field of personal and social experience.

Teacher teaching behaviors

1. Examines issues with pupils to determine their interests, ideas, and problems.
2. Encourages pupils to select a problem for systematic investigation.
3. Urges pupils to identify and explore alternative solutions to selected problems.
4. Guides pupils to analyze alternatives and to develop testable hypotheses related to the most adequate alternative.
5. Cooperates with pupils to set up a research project to investigate and evaluate selected hypotheses.

Teacher job description

The teacher aids pupils to identify and explore relevant personal and/or social problems by providing them with opportunities and tasks designed to help them to systematically investigate these problems.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of individual differences in needs, abilities, and interests.
2. Knowledge of problem-solving procedures and techniques.
3. Knowledge of materials and content which can be utilized in investigating problems.
4. Ability to set up conditions and guide pupils to discuss problems and explore alternative views.

5. Ability to help pupils to work individually and in groups in attacking problems.

6. Ability to diagnose individual and group difficulties and to prescribe corrective treatments.

7. Ability to observe and assess pupils' performance and to apply reinforcement techniques to strengthen meaningful learnings.

Principle #7

Learning is culturally relative.

Teacher objective

Creates a learning experience relevant to the cultural background of the pupil.

Teacher teaching behaviors

1. Determines the cultural background of the pupil.
2. Establishes the immediate learning objective with validity for the cultural background of the pupil.
3. Selects learning activities and materials appropriate to the cultural background.
4. Evaluates the pupil's effort with reference to his cultural background.

Teacher job description

The teacher creates a learning experience relative to the pupil's culture by selecting and planning learning activities and evaluation in accordance with the cultural background.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of various cultures.
2. Knowledge of behavioral characteristics he may expect to find in children of various cultures.
3. Knowledge of the relationship of learning experience objectives to various cultures.
4. Skill in determining appropriate objectives for cultural backgrounds.
5. Knowledge of available materials, equipment, methods, and procedures relative to the various cultures.
6. Skill in designing culturally relevant learning experiences.
7. Knowledge of the expectancies of learning for pupils of various cultures.
8. Skill in evaluation of pupil effort relative to his culture.
9. Appropriate attitudes toward pupils of various cultures.

Principle #8

Learning with understanding will more readily transfer to other situations.

Teacher objective

Aids pupils to develop understandings which will facilitate maximum transfer to a wide variety of out-of-school situations.

Teacher teaching behaviors

1. Presents examples and illustrations which directly relate to pupils' experiential background.

2. Provides pupils with a variety of tasks so as to give them ample practice.

3. Arranges tasks so as to go from a simple level to more advanced levels.

4. Establishes tasks which are appropriate to pupils' present range of abilities.

5. Identifies expectations designed to establish relevant learning sets in pupils.

Teacher job description

The teacher aids pupils to develop understandings which will facilitate transfer to various situations by relating learning to pupils' background and by providing sufficient practice in the area of competency.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of transfer principles.

2. Knowledge of tasks and examples which can be used to stimulate further application of learned understandings.

3. Knowledge of tasks ranging from simple to more advanced.

4. Ability to relate concepts and principles to pupils experiental background.

5. Ability to provide a wide range of tasks and to set specific expectations.

6. Ability to observe and assess pupil performance.

Principle #9

The abilities of pupils have to be considered in any learning situation.

Teacher objective

Guides pupils according to their abilities.

Teacher teaching behaviors

1. Appraises pupil abilities.

2. Assists child in defining goals for him relative to his abilities

3. Defines learning objectives and behaviors relative to pupil abilities.

4. Selects appropriate learning activities and materials.

5. Engages pupils in the learning situation appropriate to abilities.

6. Evaluates pupil achievement relative to his abilities.

Teacher job description

The teacher considers the abilities of pupils, plans lessons, guides pupils, and evaluates pupils accordingly.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of techniques to evaluate pupil abilities.

2. Skill in evaluating abilities.

3. Knowledge of goals, objectives, and behaviors appropriate to various ability levels.

4. Knowledge of activities, materials, and equipment appropriate various ability levels

5. Skill in implementing learning situations appropriate for abilities of pupils.

6. Knowledge of the techniques of evaluating pupil progress according to abilities.

7. Skill in evaluating pupils relative to abilities.

Principle #10

Positive reinforcement is usually preferable to negative reinforcement.

Teacher objective

Aids pupils to learn by using techniques of positive reinforcement.

Teacher teaching behaviors

1. Distinguishes between techniques of positive and negative reinforcement.

2. Discovers how pupils respond when various rewards are used.

3. Utilizes positive rewards in a majority of instances.

4. Decreases external reinforcement as pupils derive greater personal satisfaction from performing learning tasks.

Teacher job description

The teacher aids pupils to achieve optimum learning by rewarding pupils when they make proper responses so as to encourage continued performance of tasks.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of reinforcement techniques, including both positive and negative techniques.

2. Ability to apply techniques in classroom situations.

3. Ability to adjust rewards in terms of various pupil responses.

4. Ability to determine effectiveness of various rewards in relation to stimulating pupils to make proper responses.

Principle #11

Evaluation and feedback are essential to confirming correct knowledge and correcting faulty learning.

Teacher objective

Aids pupils to know at each level of learning those elements which they have mastered and those which they have failed to master.

Teacher teaching behaviors

1. Gives periodic tests to assess pupils' strengths and weaknesses.
2. Informs pupils immediately of the results of these tests.
3. Reviews tests with pupils when the majority make poor responses.
4. Adapts instruction in terms of pupils' results on tests.
5. Guides pupils to assess their own performance.

Teacher job description

The teacher aids pupils to know their progress in relation to mastering the various elements of a learning situation by testing them continuously and informing them as quickly as feasible of their results on the tests.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of various testing procedures and techniques.
2. Knowledge of proper feedback techniques.
3. Ability to construct testing situations and materials that are consistent with the specified instructional objectives.
4. Ability to analyze tests to identify and describe both group and individual weaknesses.
5. Ability to guide pupils to observe and assess their own performance of various tasks.

Principle #12

Appropriate motives for one learner may not be appropriate for another.

Teacher objective

Aids different pupils to identify a relevant motive for learning the desired behaviors.

Teacher teaching behariors

1. Relates desired behaviors to present motives of pupils who have strongly identified personal goals.

2. Uses external rewards and/or exhortation with pupils who respond to these techniques.

3. Presents deductive and/or inductive motivational information with pupils who respond to these procedures.

4. Employs a variety of motivational strategies to guide pupils to develop appropriate learning sets.

Teacher job description

The teacher aids pupils to establish a relevant motive for acquiring the deisred behaviors by considering a wide variety of motiviational techniques and procedures.

Suggested specifications for a teacher education progran

A teacher education program will provide the student with:

1. Knowledge of several motivational techniques and procedures.

2. Knowledge of the relationship between motivation and learning sets.

3. Ability to utilize various motivational techniques and procedures.

4. Ability to determine which pupils need different types of motivation to engage in various learning situations.

5. Ability to use various motivational techniques and procedures to guide pupils to establish appropriate learning sets.

Principle #13

Effective learning is continuous and developmental.

Teacher objective

Aids pupils to engage in sequential patterns of learning which extend from simple and concrete levels to more advanced and abstract levels.

Teacher teaching behaviors

1. Initiates learning by presenting and examining basic concepts, principles, and experiences.

2. Guides pupils to move from simple processes (e.g., memorization) to complex processes (e.g., evaluation and synthesis).

3. Establishes connections between learned behaviors and the next behaviors to be learned.

4. Urges pupils to relate learned behaviors to wider ranges of out-of-school situations at every level of learning.

5. Organizes learning situations in terms of a sequential pattern of behavioral development.

Teacher job description

The teacher aids pupils to engage in sequential patterns of learning by organizing learning experiences and activities in terms of a continuous pattern of behavioral development.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of developmental behavior.

2. Knowledge of sequential development of learning processes.

3. Knowledge of organizational patterns of instruction.

4. Ability to organize instructional situations in terms of various levels of learning processes.

5. Ability to integrate instructional activities and experiences in terms of a given set of basic concepts and principles.

6. Ability to assist pupils to relate learned behaviors to wider ranges of out-of-school situations.

7. Ability to observe and assess pupil performance in terms of its relation to the systematic development of pupil behaviors.

SPECIFICATION WORKSHEETS FOR

BEHAVIORS RELATED TO

PRINCIPLES OF ORGANIZATION

Principles of Organization

1. The vertical and horizontal organizations of the school have as their major purpose the support of the instructional program.

2. The curriculum is organized around key concepts, conceptual schemes, and/or observations.

3. Curricula experiences are planned so that they will be sequential, integrated, and continuous.

4. Curriculum is planned, but is flexible enough to permit the utilization of the pupil's experience and his readiness to learn.

5. The physical facilities for instruction are flexible and malleable.

Principle #1

The vertical and horizontal organizations of the school have as their major purpose the support of the instructional program.

Teacher objective

Organizes and directs the instructional program logically and practically in terms of school organization with the child as the central theme of instruction.

Teacher teaching behaviors

1. **Determines needs of children as related to learning.**

2. **Adjusts program to individuals in terms of scope and rate.**

3. **Sets long and short range goals and determines the time, space, and facility requirements.**

4. **Communicates and evaluates the needs of the teacher's instructional program to the administration for purpose of implementation.**

5. **Assesses the impact of the program within the formal structure in order to make correction and adjustment for the benefit of the pupil.**

Teacher job description

The teacher considers the needs of the child, the necessary facility, the organizational pattern, the method of instruction, and the time phases to recommend to the administration the school structure necessary to implement a successful instructional program.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. **Knowledge of his area of teaching.**

2. **Knowledge of the child as an individual (his learning patterns, rate, abilities, growth patterns, motivation, etc.).**

3. **Training in analyzing the needs of instructing the child.**

4. **Skill in considering the physical and structural aspects of a formal learning facility.**

5. Training in evaluation and measurement of teaching necessities (time, space, materials, etc.).

6. Opportunities to examine, analyze, and critically evaluate many types and forms of school organization and operation.

7. Opportunities to develop in the teacher a wide open mind in designing and assessing organizational patterns.

Principle #2

The curriculum is organized around key concepts, conceptual schemes, and/or observations.

Teacher objective

Directs the teaching program within broad conceptual schemes utilizing the content areas as they relate and contribute to these concepts.

Teacher teaching behaviors

1. Works with the staff and administration in developing a curriculum based on conceptual schemes.

2. Understands and demonstrates the ability to work in a program based on conceptual models.

3. Contributes their own specific content knowledge and abilities toward teaching within the framework of conceptual schemes.

4. Communicates to children the concept of conceptual schemes.

5. Builds on immediate goals into ever-widening patterns to develop the conceptual scheme for children.

6. Inspires children to think and associate the minutia of the moment to the larger picture.

7. Encourages children to develop the ability to generalize, analyze, and indulge in divergent, as well as convergent, thinking.

8. Guides children in making critical observations and relating these to the "big picture."

Teacher job description

The teacher guides children in developing the ability to conceptualize through present and past experiences by teaching in a program of instruction based on the development of key concepts, conceptual schemes, and/or observations.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Skill in utilization of conceptual schemes and the development of key concepts.

2. Training in how to teach children to see key concepts.

3. Knowledge in content areas as they contribute to key concepts.

4. Experiences in teaching children to analyze and generalize.

5. Training in stimulating divergent as well as convergent thinking.

6. Knowledge sufficient to make them a contributory member of a teaching team in developing a curriculum based on conceptual schemes.

Principle #3

Curricula experiences are planned so that they will be sequential, integrated, and continuous.

Teacher objective

Directs the child through a series of experiences that have relevance and are timely; are based on the child's past experiences, ability, rate of learning and needs; have a central theme; and are aimed at enlarging the child's learning.

Teacher teaching behaviors

1. Plans a program for each child to meet his needs.

2. Plans a program that follows logically the child's previous experiences.

3. Plans a program that has goals (immediate and long range).

4. Stimulates the child to recognize the relationship with what he is asked to do with what he has already done, and to look ahead to where he is going.

5. Directs the learning processes in a manner that provides for continuous learning growth.

Teacher job description

The teacher provides a program of learning experiences that are individually oriented, but have sequented, integrated and continuous direction.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of the threads of continuity of the learning cycle.

2. Knowledge of the sequented development of content area.

3. Training in integrating learning from the various content areas into conceptual schemes.

4. Experience in working with children as a designer of individualised programs.

5. Training in analysing and directing children commensurate with their needs to develop and enlarge their experiences.

6. Training in designing a segmented, integrated, and continuous program of study for children.

Principle #4

Curriculum is planned, but is flexible enough to permit the utilization of the pupil's experience and his readiness to learn.

Teacher objective

Plans a learning sequence that is logical, integrated, and continuous but accepts the rationale that rates and capabilities of children vary, and is willing to adjust the program to the child's needs and readiness.

Teacher teaching behaviors

1. Designs and implements a program of learning.
2. Is aware of individual differences in children.
3. Adjusts the program of learning to the child's needs and readiness
4. Stimulates the child to want to learn without concern for how fast or slow someone else is learning.
5. Has empathy with the slow learner and adjusts the program for him.
6. Provides challenge to the rapid learner.
7. Sets arbitrary goals that are unrelated for some of the children.

Teacher job description

The teacher is knowledgeable in curriculum planning that involves sequential, integrated, and continuous experiences but accedes to the philosophy of individual differences.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of individual differences and suggestions on how to meet these needs.
2. Training in analyzing needs and readiness of children.
3. Training and experience in curriculum design.
4. Understanding of child growth and cognitive learning processes.
5. Skill in adjusting planned curriculum to allow for a child's experiences and his readiness to learn.

Principle #5

The physical facilities for instruction are flexible and malleable.

Teacher objective

Has a responsibility to inform the administration of the physical and environmental needs of instruction and to make whatever adjustments can be made in improving the instructional environment.

Teacher teaching behaviors

1. Determines physical needs of instruction and informs the administration.

2. Improves and modifies physical environment within the limits of one's capacities.

3. Analyzes, adjusts, and modifies physical facilities as it would improve the learning situation.

4. Makes temporary adjustments to those physical facilities that are not currently flexible and/or malleable.

Teacher job description

The teacher assumes the responsibility to analyze and recommend to the administration needed changes in the physical facilities for the purpose of improving instruction. She will, however, modify and adjust to those facilities that are not immediately flexible and malleable.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. A realistic and empathetic picture of current school physical facilities.

2. A rational mental attitude toward adjusting and modifying current facilities.

3. An overview of what can be done with current facilities in creating better instructional situations, and what procedure to follow.

4. An insight into what and how to create ideal physical facilities.

5. A professional viewpoint in designing new and better educational facilities.

SPECIFICATION WORKSHEETS FOR

BEHAVIORS RELATED TO THE

UTILIZATION OF MEDIA CENTER FACILITIES

Teachers' Objectives for Instruction in Media Center

1. To use appropriately all resource materials and equipment available to him.

2. To feel comfortable in the media center atmosphere.

3. To recognize that the media center can help the child attain his own learning goals.

4. To recognize the role of media in the communication process, both for information and pleasure.

Objective #1

To use appropriately all resource materials and equipment available to him.

Pupil learning behaviors

1. The pupil locates materials through the card catalog, or other reference systems, and translates the result of his search in finding the materials such as books, pamphlets, films, and records, etc.

2. The pupil selects materials appropriate to a subject.

3. The pupil selects reading and other materials appropriate to his interest and ability.

4. The pupil identifies and uses parts of a book.

5. The pupil increasingly discriminates purpose and use of specialized reference books and materials.

6. The pupil utilizes techniques of research into recorded information including note taking, extraction and synthesis of desired information and compiles written or oral research reports.

Teaching behaviors

1. The teacher knows how to use the media center materials and equipment.

2. The teacher purposefully plans for media center orientation to skills.

3. The teacher is aware of opportunities to guide the child in the use of library skills as the need arises in class, while the child is engaged in independent study, or at anytime when pupil interest becomes apparent.

4. The teacher possesses a knowledge of the developmental characteristics of the children with whom involved which enables the teacher to provide for appropriate use, practice, and increasing mastery, relative to library skills based on knowledge of his present status.

5. The teacher works continually with staff of the media center in planning of learning experiences, developing skills in the use of materials, and utilization of the media program.

6. The teacher provides flexibility to permit maximum utilization of the media program.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of media center materials and equipment (books and materials in all media) and the ability to utilize these things in solving one's own problems.

2. Knowledge of young children, their needs, interests, and developmental learning characteristics.

3. Experience with children in which the student (a) observes children using media and (b) participates in attempts to facilitate the use of media skills in working with the child.

4. Opportunities to learn how to plan for orienting the child to media skills and how to plan so that as a teacher, one recognizes the opportunities to help each child on an individual basis make use of materials.

5. The concept of considering media specialists members of the educational team and of assuming their role in the selection of materials and utilization of media program.

Objective #2

To feel comfortable in the media center atmosphere.

Pupil learning behaviors

1. The pupil engages in activities through which he acquires the social learnings which enable him to be acceptable to self and others in care of public property and sharing of materials and skills.

2. The pupil interacts with his teacher and media center personnel so that he is assured that they will help him master the use of materials at a pace, and in a way, suitable to him, that they value him as a person, and that the mistakes he makes with reference to rules and in use of materials will be used to help him grow.

3. The pupil directs his own decision-making processes regarding materials, and thus, makes mistakes.

Teaching behaviors

1. The teacher possesses a sensitivity to the child as a person which enables the teacher to effectively interact so as to encourage the child to feel adequate, encourage his curiosity and his mastery of his world through the media center, and to challenge him to further exploration of the center.

2. The teacher communicates to the child the concept of media center personnel as members of the teaching team with special abilities.

3. The teacher works closely with media center personnel.

4. The teacher provides guidance in evaluating decisions and provides alternatives for learning about and selecting materials so that the child is not left directionless.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. A teacher training program in which learning resources are available, and aid is given by the faculty in using and evaluating them so that the student develops a sense of competency which contributes to feelings of being relaxed.

2. Opportunities to learn about the guidance of the child and to participate in guiding the child under the supervision of experienced individuals in such a way that sensitivity to the child is developed and fear of inadequacy is reduced in the student.

3. Opportunities to learn to work with media center personnel in selection of materials and utilization of the program.

Objective #3

To recognize that the media center can help the child attain his own learning goals.

Pupil learning behaviors

1. The pupil uses resources from the media center helpful to his interests and relevant to his own goals.

2. The pupil makes independent choices of materials and media center personnel.

3. The pupil interacts with peers using materials from media center to carry out ideas.

4. The pupil experiences acceptance of his ideas for additions to materials.

5. The pupil participates in evaluation of skill in using materials and ability to select, which provides for recognition of continued ways to become more skilled.

Teaching behaviors

1. The teacher makes provision for individual differences in resources by providing in the resource center those materials which will satisfy the interests and challenge, appropriately, each child.

2. The teacher has the ability to evaluate each child's present motivation to use materials so that each child can be planned for.

3. The teacher is alert to expanding the center's materials as each child changes.

4. The teacher provides positive reinforcement for each child's efforts to make use of the materials center; accepts warmly additional resources which the child may bring to the classroom.

5. The teacher is alert to ways which make success possible for each child.

6. The teacher helps the child evaluate himself in relation to media center, and gives recognition for accomplishments and recognizes new opportunities for increasing skill.

7. The teacher encourages and structures for success peer interaction involving use of materials for carrying out ideas.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Opportunities to learn how to obtain knowledge of the previous training patterns which have been used to motivate the child and to learn how these training patterns will affect the motivation of the child in the use of the media center material.

2. Opportunities to learn how to accurately evaluate individual differences in the use of media center materials, in interests, and abilities, and to use this as a basis for developing an adequate materials center.

3. Opportunities to learn how to build upon whatever motivational patterns the child may have by having direct experiences under supervision with children varying in abilities, motivational patterns, interests, and age.

Objective #4

To recognize the role of media in the communication process, both for information and pleasure.

Pupil learning behaviors

1. The pupil engages in experiences with peers and the teacher involving the media center as an entity through which he increasingly develops a larger and more precise vocabulary.

2. The pupil uses media sources outside the classroom for information and pleasure, such as use of the public library, attending movies, performing art events, and having available books, newspapers, and records in the home.

Teaching behaviors

1. The teacher provides for discussion of the materials center, including new vocabulary.

2. The teacher provides for communicative experiences utilizing resources from the center. These may be simply verbal such as reports, or may use other forms of expression such as visual art, dance, and photography.

3. The teacher works with media center personnel in planning experiences, selecting materials, and utilizing the media program.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Adequate media resource centers.

2. Knowledge of labels for media center materials and equipment.

3. Opportunities to learn to utilize many avenues for communication in curriculum planning, and to learn how to help children communicate through many media.

4. A training experience which utilizes a team approach with media center personnel as a part of the team.

References*

Johnson, C. E., Shearron, G. F., & Stauffer, A. J. Final Report: Georgia educational model specifications for the preparation of elementary teachers. Washington, D. C.: Bur. Res., OE, US Dept. HEW, Project No. 8-9024, Contract No. OEC-0-089024-3311 (010), Oct., 1968.

Specification worksheets for elementary school instructional program. GEM Bulletin 68-13. August, 1968.

Specification worksheets for elementary school learning program. GEM Bulletin 68-14. August, 1968.

Specification worksheets for principles of organization. GEM Bulletin 68-15. August, 1968

Specification worksheets for teaching principles. GEM Bulletin 68-16. August, 1968.

Specification worksheets for elementary school affective program. GEM Bulletin 68-17. August, 1968.

Specification worksheets for elementary school art education. GEM Bulletin 68-18. August, 1968.

Specification worksheets for elementary cognitive processes program. GEM Bulletin 68-19. August, 1968.

Specification worksheets for elementary school health, physical education, and safety program. GEM Bulletin 68-20. August, 1968.

Specification worksheets for elementary school language arts--composition program. GEM Bulletin 68-21. August, 1968.

Specification worksheets for elementary school language arts--listening program. GEM Bulletin 68-22. August, 1968.

Specification worksheets for elementary school language arts--speaking program. GEM Bulletin 68-23. August, 1968.

*All listed bulletins are unpublished mimeographed working papers prepared in 1968 by the GEM project staff at the College of Education, University of Georgia, Athens.

References continued

Specification worksheets for elementary school math education program. GEM Bulletin 68-24. August, 1968.

Specification worksheets for media center. GEM Bulletin 68-25. August, 1968.

Specification worksheets for elementary school music education. GEM Bulletin 68-26. August, 1968.

Specification worksheets for elementary school reading program. GEM Bulletin 68-27. August, 1968.

Specification worksheets for elementary school science program. GEM Bulletin 68-28. August, 1968.

Specification worksheets for elementary school social studies program. GEM Bulletin 68-29. August, 1968.